

## SCHEME OF WORK

### PERFECT FOR:

Students aged 7+ ; a riotous, zany mystery full of laughter, wordplay and thrills; newspaper articles; playscripts and role-play; designing gadgets; secret spy letters; rocks and fossils; joining Mango and brash as they defeat their most STONE-cold nemesis yet!

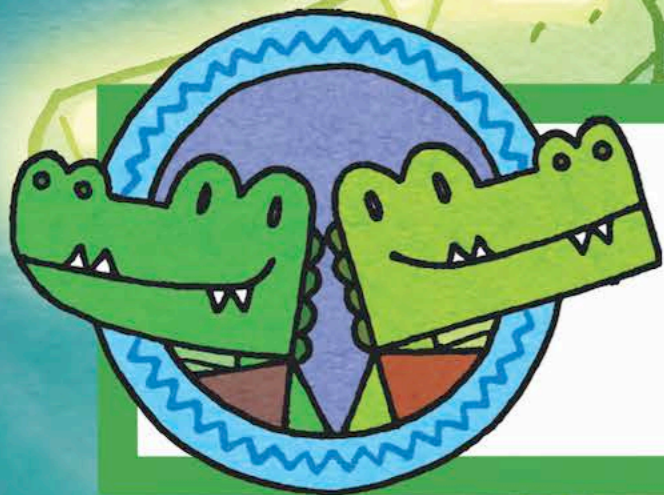
### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;  
Poetry; Writing to Entertain and Inform  
Drama, Speaking and Listening  
Design Technology & Art  
Science



# AN INTRODUCTION TO INVESTIGATORS!

# InvestiGATORS



1) There are lots of books in the *InvestiGATORS* series. Spend some time looking at the covers. **How are they similar?**

2) How are the covers different? Can you **guess what happens** in each book from John Patrick Green's cover illustrations?

3) **Why is there a magnifying glass in the *InvestiGATORS* logo?** Does this give you a clue about what the stories might be about?

4) The *InvestiGATOR* books are graphic novels. **What is a graphic novel and how do they differ from other stories you've read?**

Download one of the book extracts on [authorfy.com](http://authorfy.com) and look at the first few pages. What stands out to you the most? Do you look at the pictures first or read the words?

**ROCK OUT WITH THE WHOLE SERIES!**

5) Research some of the other books John Patrick Green has written and illustrated. Did you know there's a spin-off *InvestiGATOR* series called 'Agents of S.U.I.T.'?

**Challenge:** using *InvestiGATORS* as a template, can you create your own spin-off series (maybe with your own detective animal duo?) and create the first couple of pages as a graphic novel?

6) *InvestiGATORS* includes a lot of humour. Share a page or two that you find funny with a friend.

**Challenge:** think of something funny that could happen to Mango and Brash, then write a small piece of dialogue between them.

7) **How do the words and pictures work together** to tell the story? Are there lots of descriptions about how the characters or settings look? Why / why not?

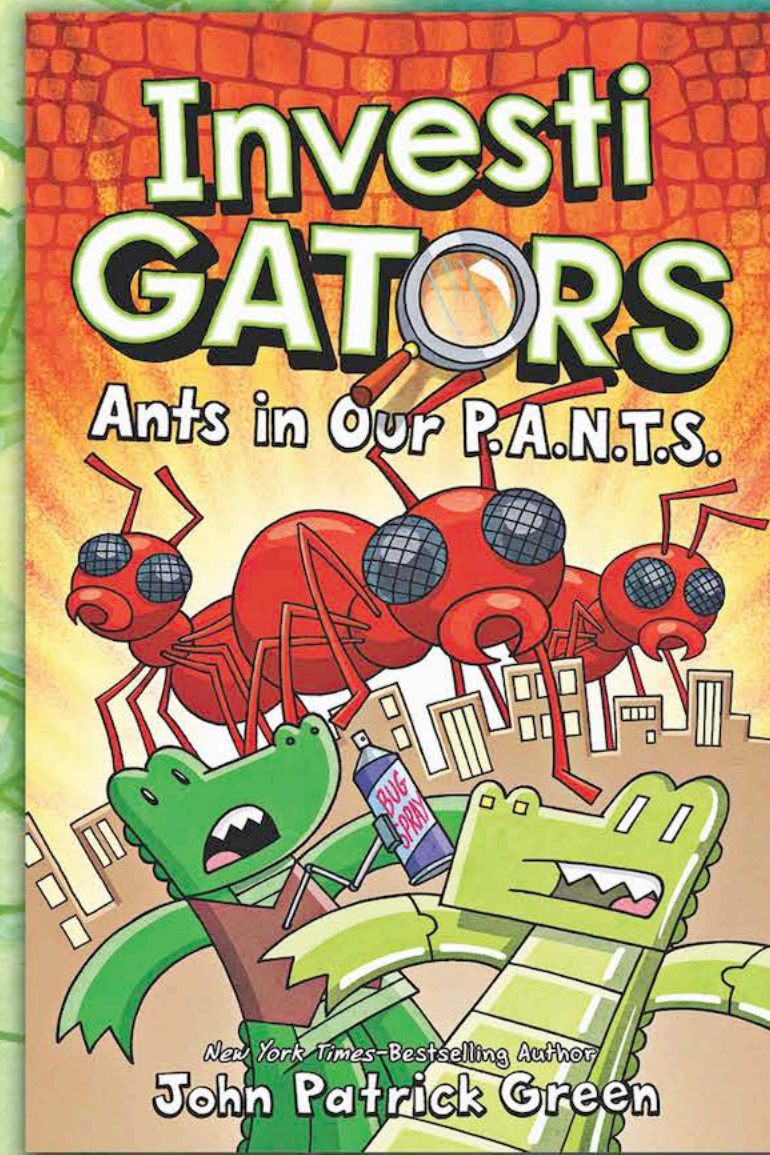
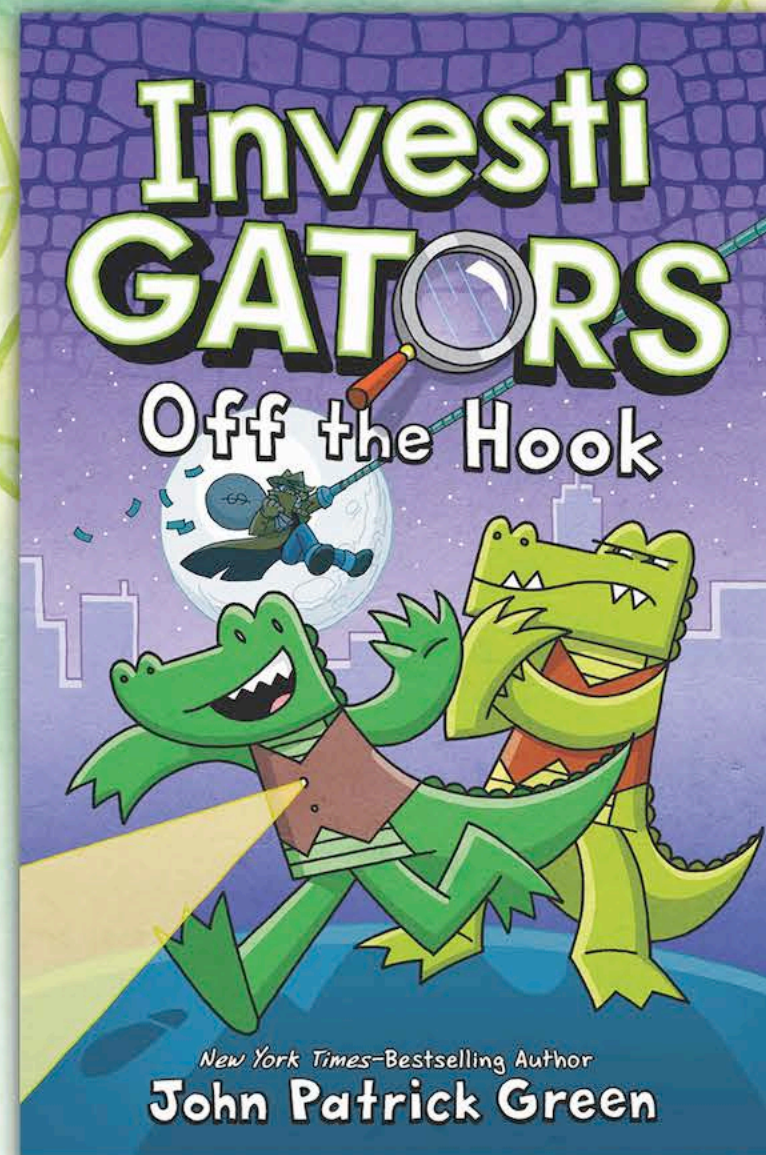
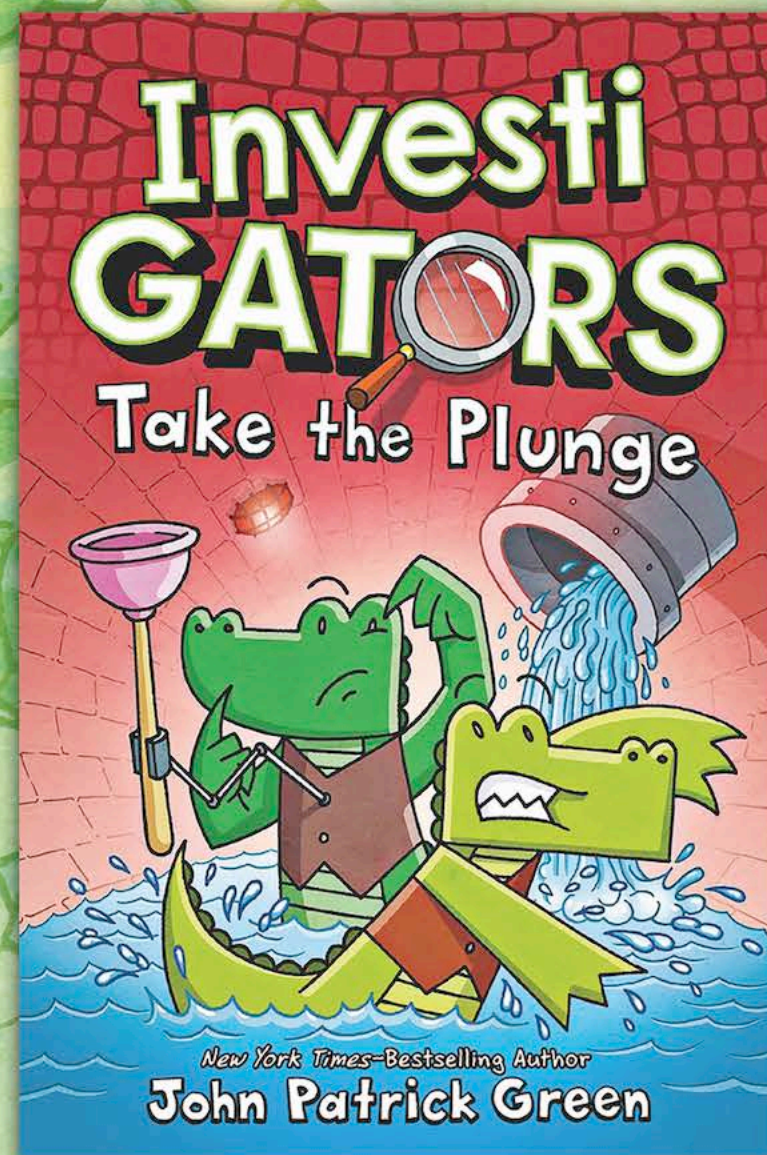
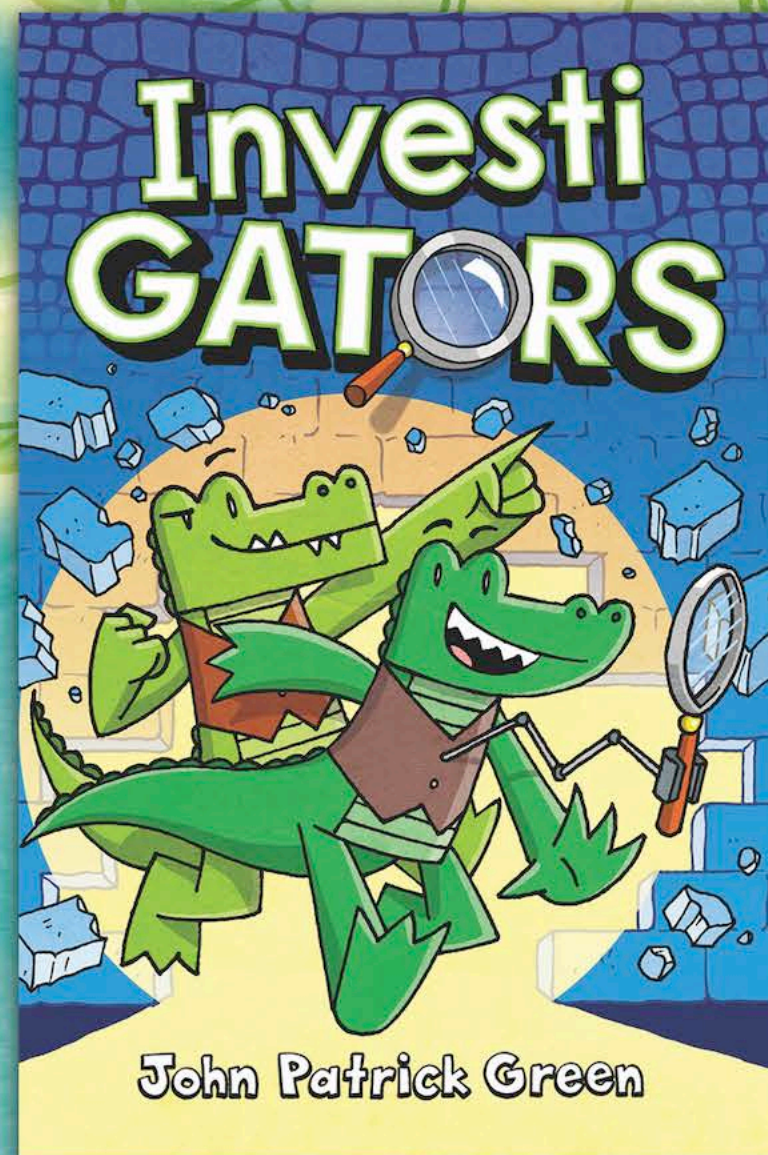
**Challenge:** choose one panel (a panel is one image on the page – it can also be referred to as a 'frame' or 'box') and rewrite the speech balloons. Look at how the characters are standing, the expressions on their faces, or what they're doing. What else could they be saying or thinking?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied.</li> <li>- Draw inferences, such as inferring characters' feelings.</li> <li>- Identify how language and structure contribute to meaning.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Write a persuasive advert, using alliteration.</li> <li>- Write a factual report, including sub-titles and formal language.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Design a new gadget, thinking about its special features, appearance and the materials you could use.</li> </ul>	<ol style="list-style-type: none"> <li>1. Spend some time exploring the front cover and making predictions about what might happen. Do you notice anything about the spelling of 'boulder'?</li> <li>2. Read to the end of Chapter 3. Can you infer anything about the relationship between Brash and Mango?</li> <li>3. Read to the end of page 33. What is a Boulder Buddy? What role might these strange objects play in the rest of the story?</li> <li>4. Is there anything funny on page 35? Perhaps you could talk about the puns and word play? Has anything else made you laugh so far?</li> <li>5. Look at pages 43–45. What do you think is happening? How does the layout of the text and artwork create a sense of tension? What kind of music might accompany this scene?</li> <li>6. Work in pairs to write a flashback to accompany page 51, using the artwork to infer what happened. Remember to use the past tense!</li> <li>7. Look at page 56. What do you think a Scent Detector is? What might it do? Can you draw and label a picture of what it might look like?</li> <li>8. Spend some time looking at page 64. What sort of gadgets can you see? What might they do?</li> <li>9. Why do you think the Boulder Buddies are disappearing? What could have happened to Anjie?</li> <li>10. How are Brash and Mango similar? How are they different? Use a Venn Diagram to compare and contrast them.</li> </ol>	<p>Anjie's Antiques are selling Boulder Buddies! Can you <b>create a persuasive poster</b> or advert to encourage people to buy one? Think about your target audience and try to use a range of rhetorical devices, such as questions, alliteration, word play, rhyme, and descriptive language to engage your reader.</p> <p>Can you <b>write your own article</b> for the Lie-Berry? You can write about a topic of your choosing – it might even be about alligators, for example! Your article should read like a formal report with sub-titles and factual information, but remember to also include some lies! Can a partner work out which facts are lies? You could even create your own class book.</p> <p>The InvestiGators need a new gadget to help them solve the mystery of the missing Boulder Buddies. What sort of gadget might be useful? <b>Design and create a technical drawing of a blueprint of your gadget.</b> Think of its special features, what it might look like and what it might be made of. You could even make it out of recycled material.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words and understand words in context.</li> <li>- Retrieve and record information.</li> <li>- Explain your ideas and opinions.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Perform a poem, using expression, actions and musical instruments to convey meaning.</li> <li>- Write an alligator-themed poem.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write a letter to apply for a job as a secret agent, using paragraphs to organise your ideas.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Group different kinds of rocks on the basis of their appearance and physical properties.</li> </ul>	<ol style="list-style-type: none"> <li>1. What might the jumbo shrimp be thinking and feeling on page 71? Are there any clues in the artwork that might help you?</li> <li>2. Can you spot any sea and fish related puns on pages 75–79? Can you explain them to a partner?</li> <li>3. What do you notice about the format of the text in Chapter 9? Why might some words be written in italics and others in bold?</li> <li>4. Read to the end of page 90. Do you want to read on to find out more? Why? What might be staring out of the sewer?</li> <li>5. What does the verb ‘morphed’ mean? What can you discover about the word’s etymology? Can you use the word in a sentence of your own?</li> <li>6. Look at page 97. What might the rocks be trying to say? Perhaps you could write your own speech and thought bubbles for them?</li> <li>7. Read to the end of page 108. Do you feel sorry for the rock monster? Why? Why not? What do you think it will do?</li> <li>8. Explain to a partner how the rock monster has been created and why it’s dangerous. (page 126)</li> <li>9. The answer is <i>toxic waste</i>. What might the question be? (page 134)</li> <li>10. In pairs, write a newspaper report to describe the strange events that have taken place so far. Remember to include a headline and witness statements.</li> </ol>	<p><b>Look at the poems</b> <i>Alligator Pie</i> by Dennis Lee and <i>Alligator Problem</i> by Michael Rosen. Discuss what you like and dislike about them, and how it links to the story. Work in groups to perform the poems, thinking about how you can use your voice, actions and instruments to convey the feeling of the poem. Next, write your own alligator poem based on the characters in this book!</p> <p>Can you <b>write your own CV and a covering letter</b> to apply for a position on the Special Undercover Investigation Team? What qualities might a secret spy need? Can you give examples of the strengths you have? Organise your letter into paragraphs and think about how you can persuade, inform and entertain.</p> <p>On page 93, we hear about metamorphic and sedimentary rock. Perhaps you could <b>be a rock detective</b> and find out how different types of rock are formed, using diagrams to show your understanding. You could examine different types of rock, too, and sort them into categories, thinking about their properties.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create Character Profiles.</li> <li>- Retrieve and summarise information from a passage and use it to inform writing.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Rehearse and perform a scene from the story, thinking about characterisation and body language.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write a sequel based on the story, using the style and language features employed by the author and illustrator.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Create a classified file, including a range of text types and genres.</li> <li>- Write succinctly for a clear purpose and audience.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 15 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>2. Read up to page 162. How important has music and sound been in the story so far? How has sound been conveyed?</li> <li>3. How is the radioactive goo created? (page 173)</li> <li>4. How did you feel when Red Mobster’s nightclub was crushed? Do you think he deserved it? (page 177)</li> <li>5. What do you think Mango and Brash have learned at the end of the story? How important is the theme of forgiveness?</li> <li>6. What do you think this story is also trying to tell us anything about how we treat the Earth? What might it be saying about recycling and getting rid of waste products?</li> <li>7. Describe the following characters in one word and explain your word choice: <i>Mango, Brash, Anjie, the rock monster, Red Mobster, General Inspector</i>. Perhaps you could create a Character Profile about each one, including illustrations.</li> <li>8. Do you think Mango and Brash will appeal to readers? Why? Why not? Use examples from the story to support your ideas.</li> <li>9. The main theme in this story is ‘REVENGE’. Do you agree? Why? Why not? What other themes are important?</li> <li>10. Spend some time exploring the <a href="https://investigatorsbooks.com/">https://investigatorsbooks.com/</a> website. There are puzzles, games, draw-along activities, and you can even call the S.U.I.T hotline to receive your own mission!</li> </ol>	<p><b>Choose a favourite scene or moment from this story and turn it into a playscript.</b> Think carefully about how a playscript is set out and structured and use the artwork to help inform your stage instructions. Afterwards, work in groups to rehearse and perform your playscript, thinking about how you can use your body language and facial expressions.</p> <p><b>Create your own case file or S.U.I.T.case</b> to summarise the events from the story. What sort of things might you include? You could include diary entries written by Mango and Brash, newspaper articles, photographs, case notes, witness statements, confessions and blueprints and technical drawings of any gadgets.</p> <p>Spend some time enjoying the other books in this series, which includes <i>InvestiGators: Take the Plunge</i> and <i>InvestiGators: Off the Hook</i>. The next in the series is called <i>InvestiGators: Heist and Seek</i>. Discuss what might happen and <b>plan your own comic</b>. Think about the layout of text and artwork, speech and thought bubbles, and the use of colour.</p>



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[INVESTIGATORSBOOKS.COM](http://INVESTIGATORSBOOKS.COM)

